



PERSPECTIVE PLAN FOR TEACHER EDUCATION

18.1 The Core Group

The Directorate of State Educational Research and Training (DSERT) entrusted the task of preparing the State Perspective Plan for Teacher Education to the RV Educational Consortium (RVEC), Bangalore.

A state level core group of educational experts drawn from both within and outside the education department was constituted for the purpose. The group consisted of the following persons:

1	Dr (Smt) T K Jayalakshmi, Director, RVEC	Chairperson
2	Dr S N Prasad, Educational Consultant	Editor
3	Smt Manisha Solanki, Azim Premji Foundation	Co - Editor
4	Smt P Sharadamma	Member
5.	Prof (Smt) Susheela Seshadri	- Member
6.	Shri K P Hanumantharayappa	- Member
7.	Dr (Smt) Usha Ramkumar	- Member
8.	Shri K S Rajagopalan	- Member
9.	Dr (Smt) M D Usha Devi	- Member
10.	Dr (Smt) Sharadamba Rao	- Member
11.	Shri D Jagannatha Rao, Director, DSERT	- coordinator

The first two meetings of the core group were devoted to

- (i) Conceptualization of the perspective plan to be evolved,
- (ii) Identification of the preparatory work to be taken up in the following period,
- (iii) Formation of sub-committees and assignment of responsibilities to each sub-committee,
- (iv) Drawing up a time frame for the completion of various tasks, and
- (v) Discussion of plans for consolidation and preparation of final document.

A participatory and interactive approach was adopted to prepare the perspective plan. The entire process was conceived under relevant themes at various levels involving all stakeholders.

18.2 Themes in the Perspective Plan

It was decided that the state perspective plan would comprise of the following themes/areas and the designated group would plan and carry out all the necessary preparatory work, including field studies, and report frequently to the larger core group:

1. A General Profile of the State
2. The State Education Profile
3. Primary Education and Pre-service Teacher Training
4. Secondary Education and Pre-service Teacher Training
5. In-service Teacher Education – (Primary and Secondary)
6. State Plan and Budget for Teacher Education

18.3 The planning process:

Each group in turn co-opted other members, collected and analyzed relevant data and submitted their observations and findings in the core group meetings.

Each theme was conceptualized by a committee,

Besides, the principals of each of the DIETs formed district level committees and prepared district perspective plans for the teacher education sector for each of the districts.

Divisional level workshops were conducted at Mysore, Bangalore, Gulbarga and Belgaum. State level workshops of DIET principals were held at Chitradurga, Mandya, Tumkur and Bangalore.

In most of these meetings there was interaction with teachers, members of the SDMC, well-known educationists, teacher educators, administrators, parents and pupil-teachers. Apart from informal discussions and interviews, the groups also used questionnaires to elicit specific responses.

The Sub committees also gathered opinions and suggestions from a large segment (5368) of stakeholders, educationists, teacher educators, teachers, pupil-teachers, parents, SDMC members, NGOs, private managements, BRCs and CRPs through questionnaires and consolidated them. The planning exercise was carried out in all the DIETs to prepare *district level* perspective plans.

State level meetings were also held with Principals and staff of Colleges of Teacher Education, Superintendents and staff of Elementary Teacher Training Institutes, secondary school teachers, educational experts, teachers' associations and NGO's working in the field of education.

The core group met frequently – once in every two weeks – and reviewed the progress of the work of different sub-groups. A smaller working group consisting of the following persons was formed to consolidate the inputs from the sub-groups and prepare a comprehensive perspective plan.

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| 1. | Dr (Smt) T K Jayalakshmi, | Chairperson |
| 2 | Dr S N Prasad, | |
| 3 | Smt Manisha Solanki, | |
| 4 | Smt P Sharadamma, | |
| 5. | Sri. K S Rajagopalan | |
| 6 | Smt. B S Malathi | |
| 7. | Sri. D Jagannatha Rao | |

This committee also performed the functions of the Editorial Committee. The Preparation of the Perspective Plan for Teacher Education for the state was done in a record time of six months between October 2003 and March 2004.

18.4 Proposals for setting up of new DIETs

Karnataka has 27 revenue districts and 32 educational districts. The state has established 20 DIETs in three phases from 1992 to 1995, In view of the set targets for teacher in service education programs under Sarva Shiksha Abhiyan, it is imperative that each district has its own DIET, which will ensure proper coverage of all teachers under in service training. Additional DIETs are therefore required for the seven new revenue districts for effective implementation of Teacher Education programs in the state. These DIETs are required at Chamarajnagar, Haveri, Gadag, Koppal, Bijapur, Chitradurga and Udupi.

18.5 Proposals for setting up of new DRCs

The five educational districts – Madhugiri, Chikkaballapur, Yadgir, Chikkodi and Bangalore North districts have a large number of primary teacher population. The existing DIETs in the revenue districts are unable to cater to the needs of all the teachers and hence new DRCs are proposed for these educational districts.

18.6 Strengthening of existing DIETs

The existing DIETs have not received the required grants for infrastructure for the 8th and 9th plan periods. During the 10th plan all DIETs require funds for completion of incomplete civil works and take up the construction of needed classrooms, seminar room, rooms for different wings, etc. It is also proposed to fulfill the requirement for additional equipments in all existing DIETs.

Pre-service Teacher Education:

Under the revised D.Ed curriculum the DIETs coordinate the academic activities of all elementary teacher training institutions including chairing the coordinating committee for evaluation of internal assessments. DIETs need to be strengthened with qualified academic staff which will help DIETs improve the quality of supervision of all elementary teacher training institutions.

18.7 Strengthening of CTEs

The existing CTEs need further strengthening to improve their following functions

- Organise pre-service teacher education courses
- Subject oriented (1 week) in-service teacher education programmes for secondary teachers
- Theme specific (less than a week) programmes
- Resource support services and extension to secondary schools
- Innovative activities in secondary education
- Training and resource support in
 - Value oriented education
 - Work experience
 - Environmental Education
 - Population Education
 - Information and Communication Technology (ICT)
 - Science Education
 - Community Participation
- Life skill education programs

18.8 Strengthening of DSERT

The present proposals are to

- **Establish a Computer Cell** and linkages with integrated network connecting all DIETs and CTEs. This Cell will help collect data on training programs from all the training institutions periodically, transmit instructions and training modules on the internet, and monitor all the programs.
- **Establish an English Education Cell**

This Cell will coordinate all English language training programs in collaboration with Regional

Institute of English and the English Language training Centres. It will also develop resource material and training modules for English Language teachers and devise training programs for both primary and secondary teachers.

- **Take up faculty development programs**

The faculty of DSERT, DIETs and CTEs require further enhancement of knowledge and skills to take up specialised activities like research studies, independent evaluation of departmental programs, devising training programs for educational administrators in management skills, etc,. DSERT will take up faculty development programs in collaboration with corporates and national level institutes.

- **Take up research related to school education and pre-service and in-service teacher education**

DSERT also is intending to encourage DIETs and CTEs to take up research relating to school education and teacher education in collaboration with PG departments of Universities and similar research and training institutions.

18.9 Setting up two New IASEs

At present the state has just one IASE.(R V Institute of Advanced studies in Education). It is proposed to set up two more IASEs. One is the upgrading of the existing Regional Institute of English in Bangalore. The other is the upgrading of St. Anne's College of Education in Mangalore.

18.10 State Plan and Budget

Along with the state Perspective Plan for Teacher Education, a document for the state plan and budget for the period 2004 – 07, has also been prepared and submitted to the GOI.

The following special initiatives of the department of school education have had a significant impact on the drive towards universalization of elementary education in the state.